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made in the series of translations of the American Institute of Criminal Law and Criminology. While the great work of Cesare Lombroso in the field of Criminal Anthropology laid the foundation, to the present writer belongs preëminently the credit for the founding of the Positive or Italian School of Criminology. Since 1897 English readers have had access to Morrison's abbreviated translation of the original work, but now for the first time they have presented to them the complete work revised by the author himself. The work consists first of a defense of the theory of Positivism applied to Criminality. The principle of causation which has revolutionized natural science turning alchemy into chemistry, astrology into astronomy, etc., has even more significant effects when applied to the phenomena of mind and of social life. Then follows a review and criticism of the data of criminal anthropology. While the author holds rigidly to the value of anthropological factors, his constant insistence upon the physical or telluric and the social factors makes the complete interpretation of crime thoroughgoing and rational. Those who so glibly characterize the Italian School as the anthropological school and criticize it for its one-sidedness reveal an unfamiliarity with the doctrines propounded by its founder.

Part III deals with the positive theory of penal responsibility. Here the old ethico-religious theory of moral responsibility is completely discarded for that of "social accountability" which is the natural outgrowth of the modern theory of social causation. The last part considers practical problems and shows what light the modern science of criminality throws upon the methods of dealing with criminals and the process of elimination of crime.

No one today can make a pretense of familiarity with the modern science of criminology who has not read this work. If criticisms are to be made of the Italian School, they should be made on the basis of the ideas here set forth. The American Institute has rendered a great service to English civilization by the translation of this book.

J. P. LICHTENBERGER.

*University of Pennsylvania.*

SIMKHOVITCH, MARY KINGSBURY. *The City Worker's World*. Pp. 235. Price, \$1.25 New York: The Macmillan Company, 1917.

No civic leader could be better fitted to write of the life of the city worker than the author, who has lived many years in the heart of a great industrial section of New York City, as the moving spirit of Greenwich House. Mrs. Simkhovitch says that her purpose in writing the book is to furnish "a plain description of the facts of the city dweller's life"; and in a vivid and realistic way she has delineated the home of the worker, his problems of health, work, and recreation, and the maladjustments in family life due to poverty, ignorance, and poorly regulated industrial conditions.

But the book is more than description. The writer analyzes the evolutionary process going on in the city's heart. She indicates the changes that have taken place in the social environment of the worker and portrays the new home and neighborhood life that is developing as a consequence of those changes. The old home industries, the old kinds of pleasure, even the old forms of religion have been so modified that few of their original values remain; and with them have

passed away most of the old safeguards of family life. The main intent of the book is to show the process of readjustment, the search for new sanctions and safeguards, and to interpret the new family life and community relationships that are emerging.

Much of Mrs. Simkhovitch's own philosophy of life,—especially as it relates to the program of social reform,—is woven through the pages of the book; again and again her hatred of poverty and of all forms of social injustice is revealed. With deep faith in democracy she refers repeatedly to that newly discovered treasure house, the potentiality for group action for civic betterment that is slowly becoming articulate and effective in the industrial neighborhood.

The author has made conscious effort to write objectively of the life of her neighbors. There is no direct hint of the splendid work that she and her settlement family have been doing to develop group consciousness and independence among the neighbors. The book will be of special value to the increasing number of those interested in the exploration of the new paths of community development already being trod in city neighborhoods.

FRANCIS TYSON.

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SMITH, WALTER R. *An Introduction to Educational Sociology*. Pp. xvii, 412. Price, \$1.75. New York: Houghton, Mifflin Company, 1917.

This volume marks a new departure in educational theory and practice. It is quite inevitable that the growing discontent in the field of education should presently assume positive and constructive form, and the author has made the first conscious venture in this direction. As a textbook in educational sociology it will fill a much-needed place in the training of teachers in the broader aspects of the educational problem. Part I deals with the application of the general theory of sociology to education, and is intended to establish the social point of view. The reader is invited to survey the educational problem from the point of view of the primary social groups, such as the family, the play group, the community, the state and to discover in this way the need for a democratized education as distinguished from the individualistic education of the past. Part II is an attempt to make the applications which grow from such a survey to the method and content of education. The Social and Educational Survey, Social Factors in School Administration, the Socialization of Discipline, of the Program of Studies, Vocational Aspects of a Socialized Education, Vocational Guidance, Cultural Aspects of a Socialized Education, are among the subjects considered.

The first part dealing with sociological principles will hardly prove satisfactory to many sociologists because of its inadequacy rather than because of any inaccuracy, but as a beginning it justifies its existence and will no doubt point the way for a further development of the literature in this fruitful field. It ought to result in the organization of many classes in normal schools and colleges for teachers and in the formation of teachers' study clubs. For such purposes it will serve as an admirable introduction.

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